

Hyde Community College

Old Road, Hyde, Cheshire SK14 4SP

Inspection dates

19–20 July 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Wider leadership, including the leadership of subjects, is not consistently effective, although the headteacher has high aspirations and expectations.
- Leaders do not monitor, evaluate and review improvement plans regularly or effectively enough. Consequently, improvements are not rapid and secure.
- The outcomes for disadvantaged pupils and their attendance are not improving quickly enough.
- Leaders' plans to improve the progress and attendance of White British pupils since the last inspection have not been consistently successful.
- The quality of teaching is variable. Teaching requires further improvement in a range of subjects, including mathematics and science.
- Teachers do not routinely use all the information they have about pupils to ensure that they set work at the right level.
- The assessment of pupils' work and understanding does not match the expectations that senior leaders set in the school's policy. Therefore, the impact of assessment on improving pupils' progress is not always strong.
- Teachers do not routinely secure good attitudes to learning from pupils. Some teachers do not have high enough expectations of the quality of pupils' work.
- Pupils' behaviour at breaktimes, lunchtime and the end of the school day is not consistently good. Staff are not always vigilant in ensuring that inappropriate behaviour is dealt with effectively.
- The number of pupils who fail to attend school, although decreasing, is above the national average. This includes the non-attendance of pupils who have special educational needs and/or disabilities.

The school has the following strengths

- Pupils, including those who are most able, make good progress in some subjects, including English and history.
- Pupils who have special educational needs and/or disabilities make strong progress.
- Safeguarding is effective. Pupils say that they feel safe and well supported in school.
- Many of the pupils who join the school with low levels of literacy or numeracy in Year 7 catch up with others by the end of the year.
- Governance is effective. The recently appointed chair and vice-chair of governors have a secure understanding of the school's strengths and areas for improvement.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - regularly reviewing the impact of the pupil premium funding on the outcomes and attendance of disadvantaged pupils
 - monitoring and evaluating on a regular basis the impact of plans to improve the attendance and outcomes of White British pupils
 - tackling the inconsistencies in leadership and making sure that where there are strengths they are shared effectively
 - ensuring that leaders monitor and review the progress of improvement plans more regularly and consistently.
- Improve the effectiveness of teaching, learning and assessment by:
 - ensuring that inconsistencies in the quality of teaching are eradicated, especially in science and mathematics
 - ensuring that all teachers have high expectations of pupils' attitudes to learning and the quality of the work that they produce
 - ensuring that teachers routinely use assessment information to plan work which matches pupils' prior attainment and capabilities.
- Improve the effectiveness of personal development, behaviour and welfare by:
 - improving pupils' attendance, that of disadvantaged pupils, White British pupils and those who have special educational needs and/or disabilities, so that they at least match national averages
 - ensuring that staff insist upon good behaviour in lessons, at break and lunchtimes, and the end of the school day.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership across the school is not consistently effective, despite the high expectations that are set by the headteacher.
- The headteacher and governors have an accurate understanding of the strengths and weaknesses of the school. However, plans which focus on the aspects which require the most immediate improvement are not monitored and reviewed well enough by senior leaders. Therefore, improvements are too slow or not consistent.
- The way that leaders use the pupil premium funding is not fully effective. School leaders do not assess or review the impact of actions and interventions well enough. Consequently, information provided by school leaders shows that the progress of disadvantaged pupils in Year 11 is slow, although there are signs of stronger outcomes in Years 7, 8 and 9. The attendance of disadvantaged pupils remains low.
- Leaders do not have a sharp focus on improving the outcomes and attendance of White British pupils currently at the school. Consequently, the progress of this group has not improved consistently since the last inspection. The attendance of White British pupils is lower than that of others nationally.
- Subject leadership requires improvement. In some areas, such as English and history, leadership is strong, and because of this teaching is regularly good or better. Teachers have high expectations of pupils, including the most able and disadvantaged, in these subjects. Teachers set suitable challenges for these pupils, so they make strong progress. This is not consistently the case in other subjects, such as physical education, mathematics and science, so pupils do not make the progress that they should.
- Senior leaders have high expectations of how pupils should present their work but this is not monitored. Consequently, the standard of pupils' presentation of work is extremely varied. In some cases, it is of a high standard consistently, but on other occasions pupils' work is presented poorly and teachers are not effective in improving its quality.
- Pupils' attendance is not monitored and reviewed effectively. Figures provided by school leaders show a slight improvement in attendance this year but it remains below the national average. The attendance of disadvantaged pupils, White British pupils and pupils who have special educational needs and/or disabilities is lower than that of others nationally.
- The programme of extra-curricular activities is not led and managed effectively. In Ofsted's pupil questionnaire at the time of the inspection, 49% of the pupils that responded said that they rarely or never attend extra-curricular activities. Pupils say that the choices offered in the programme are limited.
- Staff, including those that are newly or recently qualified, say that the training planned by school leaders is effective and has supported improved teaching and pupils' progress. However, the training programme planned by school leaders has not consistently improved the learning and progress of disadvantaged pupils and White British pupils.

- Senior leaders have focused sharply on improving pupils' outcomes in English, mathematics and science. Examination outcomes in English and mathematics were above national averages in 2016, and the progress of current pupils remains strong in English. Pupils' outcomes in science, particularly for the most able pupils, were weak in 2016. Leaders have invested in a recruitment process to secure specialist science teachers this year. This has been successful and leaders believe it will lead to consistently strong teaching and outcomes in this subject.
- Leaders ensure that pupils study a wide range of subjects. At key stage 3 pupils follow a broad and varied curriculum. Pupils who require additional lessons or support, such as in literacy or numeracy, receive them. Leaders regularly review the qualifications that they offer in key stage 4 and say that they only offer courses that are in the best interests of the pupils. Leaders say that in key stage 3 if they consistently improve the quality of teaching in some subjects, such as modern foreign languages, the number of pupils who choose to follow these courses at examination level will increase.
- Senior leaders carry out performance management and link this to pay progression effectively. Leaders set and review targets, which include those relating to the progress of pupils. Staff and school leaders are not automatically eligible for pay progression if targets are not met.
- The funding provided to support pupils who have special educational needs and/or disabilities is used effectively. It is having a positive impact on outcomes, which are in line with those of other pupils nationally. However, despite some examples of pupils who have improved attendance, the absence rates of pupils who have special educational needs and/or disabilities are too high.
- Recently school leaders have improved the standard of homework, and the attitudes of pupils and parents towards it. Pupils and parents say that they are positive about homework because it is set regularly and the work is usually of an appropriate quality.
- School leaders spend the Year 7 catch-up funding effectively. Pupils with low starting points in literacy and numeracy make good progress. For example, inspectors heard Year 7 pupils who have had extra support through the catch-up funding read well.
- Leadership of careers education, information, advice and guidance is effective. Pupils say that careers lessons are well planned and that they are well supported in preparing themselves for their next steps. In 2016 the number of pupils, including disadvantaged pupils, who moved on to education, employment or training was above the national average.
- The leadership of the curriculum for developing pupils' spiritual, moral, social and cultural knowledge and fundamental British values is effective. The programme that pupils follow is thorough, well planned and responsive to topical issues. For example, all pupils participated in a school election campaign and vote to coincide with the general election recently. Pupils say that their respect for the views and cultures of others is a strength of the school, because they are taught well. They say that racist and homophobic bullying is rare and that diversity is recognised and celebrated in the school.

Governance of the school

- Governance is effective. Records of governors' meetings demonstrate the capacity and confidence of governors to support and challenge leaders.

- Governors have a clear understanding of the strengths and areas requiring improvement at the school. They know where teaching and leadership needs to improve further and recognise that pupils need to be challenged in lessons more consistently. Governors say that better outcomes for disadvantaged pupils and White British pupils are priorities.
- The governing body has recently elected a new chair, vice-chair and additional governors. Governors have a wide range of skills and work-related experience, which help in fulfilling their duties effectively. The chair and vice-chair have recently completed a governance audit, so are aware of any additional training that is required.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders maintain appropriate and accurate safeguarding records. There are systematic and appropriate procedures for checking the backgrounds of staff when they are appointed.
- Leaders work effectively with parents, carers and external agencies, taking swift action when required.
- Staff are trained regularly. They know what to do if dealing with any child-protection concerns. There is an effective culture of safeguarding and because of this staff are vigilant in identifying potential risks to pupils, such as sexual exploitation or radicalisation.
- Pupils are kept safe in school. The overwhelming majority say that they feel safe and are well looked after. Pupils are taught how to recognise and keep themselves safe from harm and are trained effectively in e-safety. Pupils know whom to report concerns to. Parents are confident that their children are safe and well looked after in school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is inconsistent. Consequently, pupils' achievement varies across subjects and year groups. Teaching is strong in some subjects, such as English and history. However, it is not always good, for example in mathematics and science.
- Teachers do not routinely use the information that they have about pupils to ensure that they plan work at the appropriate level. For example, in mathematics pupils are sometimes set work that does not challenge them enough or they are required to work at a lower level than they are capable of before moving on to more appropriately challenging tasks. At other times, pupils say that the work set in mathematics is too difficult. Where the work set by teachers challenges the pupils suitably, such as in English, they make good progress.
- Teachers do not always assess pupils' ideas and work in line with the expectations of school leaders. Consequently, the impact of assessment is inconsistent. Where assessment is used well, pupils make strong progress. However, where it is used less effectively, pupils' misconceptions, including about their spelling, punctuation and grammar, remain.
- Teaching does not consistently meet the needs of disadvantaged pupils. Teachers and

leaders do not regularly monitor and assess the outcomes of disadvantaged pupils to ensure that teaching promotes fast enough progress.

- Teaching of White British pupils is not always effective. Consequently, in too many subjects the progress of these pupils does not match that of others nationally. In subjects where White British pupils are taught well, such as English, they achieve well.
- Teachers do not consistently ensure good standards of behaviour and attitudes to learning. Where activities are challenging and expectations meet the standards set by the headteacher, pupils take care over the presentation of their work, bring the correct equipment and behave well. However, where teaching fails to sustain their interest or the work set is not planned well, pupils' behaviour can sometimes deteriorate. Some pupils' books show incomplete or poorly presented work.
- Most teachers have good subject knowledge and where teaching is best they use this to plan learning that challenges and engages pupils. However, sometimes pupils do not make sufficient progress because teachers lack the subject knowledge to set appropriate work and tackle pupils' misconceptions accurately.
- Teachers across a range of subjects effectively implement leaders' plans to improve pupils' literacy, including extended writing. Many pupils are confident in speaking and listening, and their reading is improving because of the activities that teachers plan for them. This has led to improvements in extended writing in some, but not all, subjects.
- Teachers plan and use questioning skilfully in some subjects, such as history, information technology and religious education. Consequently, pupils, including those who are most able, develop a deep and detailed understanding of the issues that they are exploring in these subjects. For example, history students explore the background and events of the Holocaust in Nazi Germany in innovative ways, enabling them to discuss it and write about it to a high standard.
- Teachers and other adults who plan and support the learning of pupils who have special educational needs and/or disabilities usually do so effectively. Therefore, these pupils make strong progress from their starting points and are well prepared for their next steps in education or employment.
- Leaders have introduced systems to improve the regularity and quality of homework. Pupils and parents say that these changes have been effective. Homework is set regularly and the work that is set is usually of an appropriate standard.
- Most parents who responded to Ofsted's online survey, Parent View, said that they receive valuable information from the school about their child's progress.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good
- Lessons and activities planned by school leaders to address spiritual, moral, social and cultural development and fundamental British values are effective. Pupils explore themes that include life in multicultural Britain and differing sexualities. They recently participated in a mock general election. Pupils say that their learning supports a culture of diversity and tolerance at the school.

- Pupils feel safe and well supported. Pupils are taught how to remain mentally and physically healthy, maintain a good diet and stay fit. Leaders are responsive to the needs of pupils and have set up support systems for those with mental health concerns and those that require help to stop smoking.
- Most pupils and parents say that bullying is rare. They are confident that any incidents are dealt with quickly and effectively.
- The school provides effectively for the personal development and welfare of the very small number of pupils who attend alternative provision.

Behaviour

- The behaviour of pupils requires improvement
- Information shared by school leaders shows that pupils' attendance has improved slightly this year, but it remains below the national average. The attendance of disadvantaged pupils, White British pupils and those who have special educational needs and/or disabilities requires particular improvement.
- Although most pupils are well behaved around school, a minority conduct themselves less well, especially at breaktimes, lunchtime and at the end of the school day. Staff do not deal with their inappropriate behaviour consistently. Almost all pupils treat the school environment with respect and do not leave litter lying around.
- Pupils usually behave well in lessons and take pride in their work. However, where the work set is too easy or too difficult, or where teachers have low expectations, pupils' attitudes to learning are not good.
- Relationships between pupils, and between pupils and adults, are positive. Pupils are confident when contributing in class. They arrive punctually to their lessons.
- The attendance, behaviour and safeguarding of the small number of pupils who attend alternative provision are led and managed well. School leaders are vigilant in identifying where improvements are required and carry them out effectively.

Outcomes for pupils

Requires improvement

- Outcomes across a broad range of subjects were variable in 2016. Despite strong outcomes in some subjects, pupils did not make good progress in enough subjects. There is now improvement in some subjects, with more pupils learning at a faster rate. However, progress in other subjects remains inconsistent and is not yet good. School leaders say that assessment indicates that outcomes for pupils currently in Year 11 will be lower than those of Year 11 last year.
- The most able pupils achieve well in some subjects, such as English and history, because they are challenged by the work they are set. However, the progress that these pupils make in other areas, such as mathematics and science, is not strong.
- Outcomes for disadvantaged pupils were significantly lower than those of others nationally across a broad range of subjects in 2016. Information provided by school leaders shows that outcomes for disadvantaged pupils currently in Year 11 are low, although progress for this group of pupils is improving in Years 7, 8 and 9.
- Outcomes for White British pupils have not improved quickly enough since the previous

inspection. In 2016, the progress of White British pupils across a broad range of subjects was significantly below that of others nationally. Outcomes for current White British pupils are improving, but they remain low.

- Outcomes in English and mathematics were above national averages in 2016. The work and assessments of current pupils show that most continue to achieve well in English but that attainment in mathematics is less consistent.
- Pupils who have special educational needs and/or disabilities make progress in line with other pupils nationally across a broad range of subjects, including English and mathematics.
- Year 7 literacy and numeracy catch-up funding is used effectively to support pupils who enter the school with levels below those typical for their age. Pupils make rapid progress in catching up with their peers. For example, when inspectors listened to these pupils read they did so confidently and accurately.
- Outcomes of the very small number of pupils who follow alternative provision are monitored effectively and are generally good.
- Pupils' outcomes in English and their strengths in other subjects help prepare them for their next steps well. The proportion of pupils who progress to appropriate further education, employment or training is above the national average.

School details

Unique reference number	106268
Local authority	Tameside
Inspection number	10036733

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	941
Appropriate authority	The governing body
Chair	Colin Foster
Headteacher	Andrea Radcliffe
Telephone number	0161 366 7533
Website	http://hydecommunitycollege.org.uk/
Email address	admin@hydecc.tameside.sch.uk
Date of previous inspection	15–16 May 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11. The school does not meet the government's definition of a coasting school.
- The proportion of disadvantaged students and those supported by the pupil premium is well above the national average.
- The number of pupils who have special educational needs and/or disabilities supported by the school is well below the national average. The number of pupils who have a statement of special educational needs or an education, health and care plan is in line with the national average.
- A small number of pupils attend alternative provision, at Manchester Settlement School.

Information about this inspection

- Meetings took place with school leaders, teachers, members of the governing body and a representative of the local authority.
- Discussions were held with pupils to gather their views on issues including safeguarding, bullying, behaviour, teaching, careers guidance and the curriculum.
- Inspectors examined a range of supporting documentation, such as the school’s self-evaluation, the school’s improvement plan, the school’s assessment information, the school’s pupil premium plan, minutes of governing body meetings, attendance and behaviour records and safeguarding documentation.
- Inspectors considered 95 responses to the Ofsted online pupil questionnaire, 36 responses to the Ofsted online parental questionnaire and 51 responses to the Ofsted online staff questionnaire.
- Inspectors conducted learning walks and lesson observations across a range of subjects and year groups. They were accompanied by school leaders on some of these lesson observations.
- Inspectors scrutinised the work in pupils’ books by undertaking a work analysis with school leaders.

Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Nell Banfield	Ofsted Inspector
Elizabeth Haddock	Ofsted Inspector
Kath Harris	Ofsted Inspector
Debra Wood	Ofsted Inspector
Sue Lomas	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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